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ABSTRACT

The Vocational-Technical Division of the Arkansas Department of Education has developed a personnel development program for nondegreed instructors employed in postsecondary vocational-technical schools in Arkansas. A professional development committee made up of the instructor, a supervisor of instruction, and a university teacher educator helps the instructor organize and implement an individualized personnel development plan that addresses the following areas: (1) teaching skill development; (2) technical work experience; (3) related professional activities; and (4) participation in a bachelor's degree program. As the instructor works within the four areas, he or she moves up the career ladder and becomes eligible for promotions and pay increases. All instructors enter the teaching field at the bottom of the career ladder, which is the provisional instructor level. To move up through the levels of instructor, senior instructor, and master instructor, persons must complete the Professional Development Institute during the first year of teaching, demonstrate competence in varying numbers of performance-based instructor education program modules, attend professional meetings, become active in community service projects, complete a bachelor's degree, accumulate continuing education units (CEUs), and teach at the postsecondary level. To remain at the level of master instructor, one must accumulate an additional 4 CEUs every 8 years. (CML)

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A Personnel Development Program for Non-Degreed Post Secondary Vocational Instructors

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A Personnel Development Program For The Non-Degree Post Secondary Vocational Instructor

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The Arkansas Department of Education, Vocational-Technical Division, has developed and initiated a personnel development program for instructors employed in post secondary vocational technical schools in Arkansas. The purpose of the program is to provide for systematic professional growth to help instructors meet the challenge of being a professional educator.

The program begins when an instructor is first hired into a post secondary vocational technical school. The program is a cooperative effort of a professional development committee made up of the instructor, a supervisor of instruction, and a university teacher educator. The professional development committee helps the instructor organize and implement an individualized personnel development plan. The plan includes assessing the needs of the instructor and developing a plan of action to fulfill the needs. It specifically address four areas of development. They are teaching skill development, technical work experience updating, related professional activities and participation in a bachelor's degree program.

TEACHING SKILL DEVELOPMENT

Teaching skills are developed by a performance based instructor education program, a field-delivered competency based system. The professional development committee identifies essential teaching competencies needed by the instructor. The instructor develops these teaching competencies with the help of the supervisor of instruction and the teacher educator. Performance based teaching skill modules developed by the National Center for Vocational Education are used for teaching skill instruction.

Instructors are required to complete teaching skill modules which focus on competencies in the areas of methodology of instructional planning, execution and evaluation; vocational guidance, contemporary instructional techniques, student vocational organizations; program planning, development and evaluation; school-community relations; and professional development. In order to complete a module the instructor must demonstrate competency in the teaching skill to the satisfaction of the professional development committee. The total program includes one hundred (100) teaching competencies which the instructor must complete at a rate of ten to fifteen a year.

TECHNICAL SKILL UPDATING ACTIVITIES

All vocational teachers must stay abreast of technological and procedural advancements that create a continually changing and increasingly sophisticated work

world. To assure that instructors maintain a high level of technical competence, a technical updating or work experience requirement is included as a major component of the professional development plan.

Technical updating activities are obtained in terms of continuing education units (CEU). The CEU is a nationally recognized unit for representing professional development work in the technical field. Advancement within the personnel development program requires instructors to accumulate at least four continuing education units at various stages of their teaching career. The following types of activities equate to four CEU's, provided they relate to the instructors area of teaching.

1) 160 clock hours worked in industry
2) 40 clock hours of planned and organized instruction (workshop)
3) one three semester hour course from an accredited college or university.

CEU's may be accumulated from activity represented by any one or several of the above categories. Many kinds of activity may qualify for CEU credit provided the experience is related to the teachers occupational or technical area specialty.

The relevance to the professional development program of the technical experience engaged in for CEU credit will be determined by the teachers' professional development

committee. Documentation of successful completion of the activity pursed for CEU credit must be provided and can be done by such items as letters from supervisors, certificates of completion, transcripts, or CEU credit approval forms provided by the supervisor of instruction.

RELATED PROFESSIONAL DEVELOPMENT ACTIVITY

All new instructors are required to attend the Professional Development Institute (PDI) during their first year of employment. The PDI is a workshop sponsored by the Division of Vocational and Technical Education. It has 4 goals. They are:

1) To assist the teacher in understanding and making the transition into the post secondary vocational-technical education system.

2) To assist the teacher in understanding and formulating habits characteristic to an educational environment.

3) To assist the teacher in understanding and relating to the duties of a vocational-technical teacher.

4) To assist the teacher in developing a sense of pride in belonging to the overall post secondary vocational-technical education system.

Periodically teachers may be required to participate in professional development activities planned and coordinated by their school or the staff of the Division of Vocational and Technical Education.

Teachers are encouraged to join and become active in professional and technical organizations, become active in

their school's community relations program, and make regular business and industry visits.

BACHELOR'S DEGREE PROGRAM

Post secondary teachers wishing to pursue a Bachelor of Science in Education may do so within the Industrial and Technical option as a field of specialization in the Vocational Education Department of the College of Education at the University of Arkansas. The option available to post secondary teachers is Plan III: "Trade and Technical (Inservice) Field Based Education". This option is limited to trade and technical teachers employed in post secondary vocational technical schools of the state. There are 3 specific parts of the degree program. Part one, general studies, consists of 56 credit hours of requirements. These requirements include English, social studies, science, math, communications, fine arts, and health, which are required by all College of Education students. Post secondary teachers usually take these general studies at a college or university close to their home and transfer them into the University of Arkansas.

Part two, technical education, consists of 28 credit hours in a single trade or related area which can be obtained by passing the National Occupational Testing Institute (NOCTI) Examination, completing a combination of courses from the Industrial and Technical Education Program and the College of Engineering, or transferring courses from

other institutions. Courses taken for technical updating for CEU credit may be used toward graduation as well.

Part three, professional education, consists of 45 credit hours of education courses. Three credit hours of educational foundations or educational psychology are required. The remaining 42 credit hours can be obtained through Performance Based Teacher Education (PBTE) program within the "teaching skill" section of the overall personnel development program. Thirty-six of the 42 credit hours can be obtained through completion of PBTE module course work. The final six credit hours are earned for a "Performance Based Internship", which is similar to student teaching.

Generally, teachers involved in this degree program take from 4 to 6 years to complete the degree. However, the time is greatly affected by the number of college credits they have upon entering into the degree program.

PERSONNEL DEVELOPMENT CAREER LADDER

As the instructor works within the four areas of personnel development activities they qualify to move up the career ladder and become eligible for promotions and pay increases. All instructors enter the teaching field at the post secondary vocational school at the bottom of the career ladder which is the provisional instructor level. Personnel development activities to move to the next level on the ladder are: demonstrations of competence in at least thirty one of the performance based instructor education program

modules (teaching skill development); attend and complete the Professional Development Institute, (related professional development activity); accumulate at least 4 continuing education units (technical skill updating activity); and have completed a minimum of one year of teaching at the post secondary level. Upon completion of these requirements the instructor is eligible to move up to the next level which is the instructor level. At this level the instructor is required to complete the following activities: demonstrate competence in at least thirty three additional performance based instructor education modules (teaching skill development); attend professional meetings and become active in community service projects (related professional development activities); accumulate at least 4 additional continuing education units (technical skill updating); and complete at least one year of teaching at the instructor level. The instructor has a minimum of one year and a maximum of 4 years to complete these activities at which time they move to the senior instructor level on the career ladder. When the instructor is promoted to the senior instructor level they receive a six percent pay increase.

The instructor becomes eligable to move to the final step on the career ladder, master instructor level, upon demonstration of competence in an additional thirty six performance based instruction education modules (teaching

skill development); attendance at professional meetings, etc. (related professional development activities); accumulation of an additional 4 continuing education units (technical skill updating); and the completion of a bachelor's degree from an accredited college or university (degree program participation). At the time of promotion to master instructor the instructor receives another 6% pay increase.

An instructor may remain at the top of the career ladder by continuing to keep up to date in their technical and professional area by accumulating an additional 4 CEU's every eight years.